

AN EFFECT OF LIFE SKILLS TRAINING PROGRAMME ON THE AWARENESS LEVEL OF KGBVS

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ABSTRACT

Life skills training programme take into account psychosocial competencies and interpersonal skills that help students to take right decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. KGBV's Schools under Jogulama Gadwal district were selected purposefully for study. The sample was comprised of 60 adolescents in the age range of 13-15 years (class VIII, IX & X students). Life skills inventory consisting of 65 items was developed covering all the nine areas of LSE. The results revealed that awareness levels of KGBV's girls have increased in all the nine domains of LSE after the training programme.

KEYWORDS: *Life Skills Training, KGBV's Schools & Students*

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INTRODUCTION

Life skills are the abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life". Life skills are innumerable and the nature of life skills is likely to differ across culture and settings. However, analysis of the life skills suggests that there is a core set of skills that are at the heart of skills based initiatives for the promotion of the health and well-being of children and adolescents. World Health Organization 1997) described ten core life skills i. e. Decision Making, Problem Solving, Creative Thinking, Critical Thinking, Effective Communication, Inter- personal relationship skills, Self Awareness, Empathy, Coping with Emotions and Stress. Life skills enable individuals to translate knowledge, attitudes and values into actual abilities.

Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme was launched by the Government of India to make the education system more responsive to the needs of marginalised girls and to enhance their access and retention. Under the scheme, residential schools for girls at upper primary levels (VI to X) were set up in the Educationally Backward Block (EBB) s, towns and minority concentrated areas all over the country. The scheme provides upper primary level education for girls who are either drop out or never enrolled in the age group of 10-14 years belonging to Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), Minority communities and children of families of Below Poverty Line (BPL).

Arati (2016) studied the influence of personal variables on core affective life skills of adolescents, it was shown that the order of birth and family income has significant influence on interpersonal relationship dimension of life skills. Gender, number of siblings and family type has no significant influence on core affective life skills. Good support from the family can equip the children with skills for life.

Singh and Kaur (2015) found there is reported a rise in teen stress with a tremendous shift in the structure of society, which can be because of disturbed family dynamics, peer pressure, inability to cope with studies, drug abuse, lack of competence, etc. leading to maladaptive behaviour.

Subashree and Nair (2014) noted that with cultures and lifestyles in transition, many young people are not adequately equipped with life skills to help them deal with the augmented demands and stresses they experience. Effective use of Life-Skills can influence the way children feel about others and themselves, which in turn can add to the children's self confidence and self-esteem (Life-Skills Education and CCE Manual CBSE, 2010). Productivity, self-esteem, self-confidence interpersonal relationships are also affected.

Objective

To see the effect of training programme on awareness levels of nine domains of Life skills education in KGBV's.

The Increased Awareness Levels of the KGBVs on Life Skills in Decision Making

Table 1: Effect of Life Skills Training in Decision Making of the KGBVs

Test	Decision Making								
	10 th class			9 th class			8 th class		
	Low	Average	High	Low	Average	High	Low	Average	High
Pre test	20	25	55	30	50	20	15	50	35
Post test	10	30	60	20	25	55	15	20	65

- The decision-making skills of the three classes those are 10th, 9th and 8th in KGBVS. Before intervention, it can be seen that in only 10th class students more than 50% having high decision making skills. In 9th and 8th class only One-fourth of the sample having high decision making skills.
- The Intervention helped the students to intervention their decision making skills. This can be seen in the graph that more than 60% of the respondents in 10th class, 55% in 9th and 65% in 8th class improved this decision making skills.

The Increased Awareness Levels of the KGBVs on Life Skills in Creative Thinking

Table 2: Effect of Life Skills Training on Creative Thinking

Test	Creative thinking								
	10 th class			9 th class			8 th class		
	Low	Average	High	Low	Average	High	Low	Average	High
Pre test	15	45	40	20	30	50	20	45	35
Post test	10	15	75	15	40	45	15	15	70

- The creative thinking of the three classes 10th, 9th and 8th in KGBVS. Before intervention, it can be seen that among the 10th class students 40% are having creative thinking abilities.
- In 9th and 8th class students more than 15% are having creative thinking and only 35% of the sample having creative thinking. The Intervention helped the students to intervention their creative thinking. This can be seen in the figure that more than 75% of the respondents in 10th class, 45% in 9th and 70% in 8th class improved this creative thinking.

The Increased Awareness Levels of the KGBVs on Life Skills in Effective Communication Skills

Table 3: Effect of Life Skills Training on Communication Skills

Test	Effective Communication Skills								
	10 th class			9 th class			8 th class		
	Low	Average	High	Low	Average	High	Low	Average	High
Pre test	10	30	60	10	35	55	20	20	60
Post test	5	40	55	5	45	50	15	15	70

- Before intervention it can be seen that in 60% having high effective communication skills. In 9th and 8th classes 5% of the sample having high effective communication skills.
- Among the three classes of the students 10th and 9th classes students had less effective communication in the intervention and 8th class 70% respondents having high effective communication skills in the intervention.

The Increased Awareness Levels of the KGBVs on Life Skills in Self-Awareness

Table 4: Effect of Life Skills Training on Self-Awareness

Test	Self-awareness								
	10 th class			9 th class			8 th class		
	Low	Average	High	Low	Average	High	Low	Average	High
Pre test	15	50	35	20	20	60	15	20	65
Post test	10	40	60	10	30	60	10	40	50

- Self awareness skills in the students in KGBVs. Before intervention it can be seen that in only 10th class students 35% having self awareness. In 9th and 8th students 5% having self awareness.
- The intervention helped the students to increase their self awareness. This can be seen the graph 60% of the respondents in 10th class students having more self-awareness, 60% in the 9th class and 50% in 8th class improved this self awareness.

The Increased Awareness Levels of the KGBVs on Life Skills in Coping Stress and Emotions

Table 5: Effect of Life Skills Training on Coping Stress and Emotions

Test	Coping Stress and Emotions								
	10 th class			9 th class			8 th class		
	Low	Average	High	Low	Average	High	Low	Average	High
Pre test	15	50	35	25	35	40	30	30	40
Post test	10	35	55	20	25	55	20	25	55

- Coping stress and emotions in KGBVs students. Before intervention it can be seen that in the 10th class students 35% coping stress and emotions. In 9th and 8th students only 40% respondents having coping stress and emotions.
- The intervention helped the students to increase their coping stress and emotions. This can be seen in the graph that indicates 55% of the respondents among the three classes having high coping stress and emotions.

The Increased Awareness Levels of the KGBVs on Life Skills in Empathy

Table 6: Effect of Life Skills Training on Empathy

Test	Empathy								
	10 th class			9 th class			8 th class		
	Low	Average	High	Low	Average	High	Low	Average	High
Pre test	10	45	45	15	50	35	20	35	45
Post test	5	45	50	10	35	55	15	30	55

- Empathy in KGBVs students. Before intervention it can be seen that 10th class and 8th class students have 45% having empathy and 9th class students have 35% of empathy.
- The intervention helped the students to increase their empathy this can be seen in the graph that 50% of respondents in the 10th class. In the 9th and 8th classes 55% having high empathy.

The increased Awareness Levels of the KGBVs on Life Skills in Problem-Solving Skills

Table 7: Effect of Life Skills Training on Problem-Solving Skills

Test	Problem solving skills								
	10 th class			9 th class			8 th class		
	Low	Average	High	Low	Average	High	Low	Average	High
Pre test	15	45	40	20	40	40	15	25	60
Post test	10	25	65	15	35	50	10	25	65

- Problem-solving is one of the major components in the life skills education. Before intervention it can be seen that 10th and 9th classes students 40% having problem solving skills. In 8th class 60% having high problem solving skills.
- The intervention helped the students to increase their problem solving skills. This can be seen in the graph that 65% having high problem solving skills. In 9th and 8th classes increase their 5% of the problem solving skills.

The Increased Awareness Levels of the KGBVs on Life Skills in Critical Thinking

Table 8: Effect of Life skills training on Critical thinking

Test	Critical thinking								
	10 th class			9 th class			8 th class		
	Low	Average	High	Low	Average	High	Low	Average	High
Pre test	15	45	40	20	35	45	25	50	25
Post test	10	35	55	15	45	40	20	40	40

- Critical thinking in KGBVs students, before intervention it can be seen that in 10th class students 40% having critical thinking In 9th class 45% and 8th class 25% having critical thinking.
- The intervention helped the students to increase their critical thinking. This can be seen in the graph 55% of the respondents in the 10th class. In the 9th and 8th classes 40% having critical thinking.

The Increased Awareness Levels of the KGBVs on Life Skills in Interpersonal Relationship Skills

Table 9: Effect of Life Skills Training on Interpersonal Relationship Skills

Test	Interpersonal relationship skills								
	10 th class			9 th class			8 th class		
	Low	Average	High	Low	Average	High	Low	Average	High
Pre test	10	35	50	15	15	70	25	30	45
Post test	20	15	80	10	15	75	20	25	55

- Interpersonal relationship skills in KGBVs students. Before intervention it can be seen that in 10th class students 50% having interpersonal relationship skills. In 9th class students 70% and 8th class students 45% of interpersonal relationship skills.
- The intervention helped the students to increase their interpersonal relationship skills. This can be seen in the graph 80% respondents having high interpersonal relationship skills. In 9th class 75% and 8th class 55% of interpersonal relationship skills having.

CONCLUSIONS

The adolescent is the critical phase of life. It is a period of major physical, physiological, psychological and behavioural changes with changing patterns of social interactions and relationships. In order to help adolescents and youth better prepare for their adult world, they need life skills. Awareness must be created among parents on life skills on all the nine domains.

On the whole, life skills education, have found to be an effective psychosocial intervention strategy for promoting positive social, and mental health of adolescents which plays an important role in all aspects such as strengthening coping strategies and developing self-awareness Interpersonal relationship skills, as well as enhancing critical thinking, problem solving and decision making skills. To enhance the students' awareness level, equip them with better adapted skills to face the challenges of changing life situations and empower them to become fully functioning contributors to the host society in particular and the world in general.

By encouraging the students in KGBVs hold activities; they are enabled to strengthen their life skills. If such activities are accompanied by suitable classroom activities by teachers, the children and adolescents would acquire skills required for happy and healthy life. Mental health professionals directly or through teachers or parents should be involved in skill building exercises and promoting competence among adolescents.

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